

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan

Northwest Region Public School System
February 1- 4, 2010

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this, the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either outcome or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***NORTHWEST REGION
SCHOOL SUPPORT SYSTEM REVIEW
FEBRUARY 1 – 4, 2010***

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1. SCHOOL IMPROVEMENT OVERVIEW/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>The Northwest Special Education Region (NWSER) coordinates the delivery of special education services in the Scituate, Foster, Glocester and Foster/Glocester school districts. Their mission is to provide and monitor the delivery of a comprehensive continuum of services, to ensure improved achievement and access to the general education curriculum and to ensure the rights of parents and children with disabilities are protected. The regional program staff adheres to a non-categorical approach to special education services. Resources are available in each school to meet the needs of students with a variety of exceptionalities inclusive of autism, multi-handicapping conditions and social emotional disabilities. Students participate in general education classes as much as is educationally and/or functionally appropriate. Most specialized service providers are regionalized.</p> <p>The regional administrative goals for the upcoming year are to better define the emerging Response to Intervention (RtI) process and protocols; expand the use of data based decision making related to student achievement and to improve the districts performance rate on the statewide parent survey-SEPPS.</p>	<p>District Presentation Interviews Document Review</p>		
Outcome	2	<p>Both Scituate and Foster-Glocester have developed a strategic plan with the involvement of parents and special education staff. Strategies for school improvement are embedded in the climate, instruction and professional development with standards based evidence throughout the region. Staff report that the NWSER program and related staff are viewed as instrumental partners with strategic improvement planning.</p> <p>Most schools throughout the Northwest Special Education Region have comprehensive school improvement plans aligned to their District strategic plans. School improvement plans include mission and vision statements along with strategies addressing school-based goals and objectives.</p>	<p>District Presentation Interviews Document Review</p>		

Outcome	3	<p>Professional development throughout the Northwest Region is provided for faculty and staff through job embedded opportunities focused on local school improvement planning and emerging needs of students. The NWSER has provided a myriad of professional development opportunities based on teacher and administrative needs including but not limited to advisory, autism and alternate assessment/data collection/workgroups; extended school year services; data based decision making and transition activities assessment.</p> <p>At Ponaganset High School there has not been formal contractual professional development for the past 2-3 years however, a collaborative teaching strand, curriculum development, RtI, autism and reading training has been offered. Teachers expressed a need for professional development on co-teaching, developing accommodations and modifications in common task, and response to intervention.</p>	District Presentation Interviews Document Review		
Outcome	4	<p>Throughout the Northwest Region schools, there was evidence of student centered, standards based, teacher facilitated instruction with posted rubrics, modeling, cooperative learning, student problem solving, posted work of students' along with homework assignments, independent self-selected reading and journal writing.</p> <p>Ponaganset High School does not have an approved curriculum at this time. They are currently piloting a curriculum. This was cited by a visiting New England Association of Schools and Colleges (NEASC) team earlier this year. Teachers report that this has lead to subjective measures in analyzing student performance and difficulty in providing academic support.</p> <p>The use of assessment data to inform instruction varied throughout the Northwest Region. Administrators and faculty reviewed student data through a number of structured and informal processes. These include but are not limited to the following; Measuring Academic Progress (MAP), School Wide Information System (SWIS), and the New England Common Assessment Program (NECAP) along with teacher generated assessments, common tasks/assessments, school-wide rubrics in all subjects, review of student work and performance along</p>	Interviews Observation		

		with classroom observations to discuss instructional strategies and cross content area planning.			
Outcome	5	<p>In the Northwest Region the special education director and assistant director are part of the overall RtI problem solving process and structures in each school. School administrators are members of their respective school-based teams. The current RtI focus is on using the problem solving process data more effectively for decision-making impacting performance and adequate yearly progress (AYP). In addition, they are working on defining roles and responsibilities of teachers and specialists within the RtI process. There was an RtI “roll out” in 2009-2010. During this development the Gloucester Public Schools created RtI binders for all grade levels. These binders detailed, on a monthly basis, what screenings and activities were necessary and who the responsible party would be for each activity.</p> <p><u>Elementary Level RtI</u> All elementary schools have implemented RtI in various stages over the past few years.</p> <p>Some schools have implemented strong processes that include assessment, student grouping and formal interventions provided during a six week period, after which students are assessed and grouped for identified targeted interventions.</p> <p>In other schools, some special education and general education teachers report that reluctance to use RtI on the part of the general classroom teacher is based on their perception that it is focused on testing rather than solutions.</p> <p><u>Middle Level RtI</u> At the middle level processes are in place. The Ponaganset Middle School Problem Solving Team (PST) team has created an Action Plan for the 2009-2010 school year to address; data review; the development of a tier intervention menu; request for assisting individual students; incorporating additional data sources; determine the role of PST and problem solving team data tracking. The team meets weekly to review school wide data, suggest interventions for referred students and design a tiered school wide system of interventions. The team is</p>	District Presentation Interviews Document Review		

		<p>comprised of school administrators, the school psychologist, special and general educators along with others as appropriate.</p> <p>An Rtl Chair and team have been established at Scituate Middle School. They have created an action plan and the RTI team meets weekly. The process is emerging. However, clarity around the roles of the team members and related support staff need to be better defined. Staff was not consistently able to communicate how the process flows. Some data collection tools for behavior and academics are in place but staff reported that the progress monitoring system could be expanded as part of the future Rtl development.</p> <p><u>High School Level Rtl</u> Ponaganset High School has an operating Rtl team called Active Response for Teachers and Students (ARTS). ARTS is composed of school counselors, the assistant principals, the special education department chair (periodic), social worker, substance abuse counselor and school psychologist. There are no teachers on ARTS. In addition, the team has been refocusing their work this year as they are attempting to align their process to that of the middle school as evidenced by the adoption of the Tier I Academic Intervention Documentation Form. The team members discussed the need for professional development in the use of Rtl, employing recommended interventions and collecting evidence of data effectiveness.</p> <p>There is an active Rtl team at Scituate High School. It meets every other week. There are approximately nine students at the high school in the Rtl process at this time. Staff reported this as a formal process with minutes and follow up. Teachers who refer students for Rtl typically do not attend the meetings nor receive minutes from the meetings. They reported receiving informational follow up which may or may not include a formal plan for the student. Staff reported as wanting to have more structure around data collection and review element. This is an ongoing endeavor.</p>			
Outcome	6	The NWSER maintains an active Local Special Education Advisory Committee (LAC). The Special Education Administrators attend the quarterly meetings. The LAC has	District Presentation Interviews		

		<p>about 10 active members and an identified chairperson. The LAC has by-laws and minutes of meetings are kept. The LAC leadership is active within RIPIN.</p> <p>Accomplishments to date include:</p> <ul style="list-style-type: none"> • Presentations included (RIPIN - Building partnerships with professionals; Deb Gosselin-Home School Collaboration) • Chair and Assistant Director attended RIDE sponsored regional forum on the Special Education Parent Participation Survey-SEPPS • Resources, supports and services were shared among parents and staff <p>Goals for the LAC include:</p> <ul style="list-style-type: none"> • Increase Local Advisory Committee attendance • Advertise via newsletters, district web sites and local advertisements • Seek Knowledge on Katie Becket/Medicaid • PK Peer model recruitment • Improve participation rate on the 2010 Special Education Parent Participation Survey-SEPPS 	Document Review		
Outcome	7	<p>Parent Teacher Organizations/Associations were evident throughout the district. Parent participation rates varied. An effort to strengthen parent attendance and create community involvement is an ongoing priority.</p> <p><u>School Efforts to Partner with Parents Survey:</u> SEPPS is the statewide measurement tool that yields a valid, reliable standardized score indicating how a district is performing against a standard score. It measures a district's rate of parent participation and yields an agreeability score of those parents whose children have an IEP.</p> <p>The NWSER March 2009 SEPPS results were as follows: Of those parents with a child receiving special education services, the percent of parents that participated were 29% in Foster; 21% in Gloucester; 17% in Foster/Glocester and 20% in Scituate. These rates were all at or above the state participation rate of 15%. Of those that reported that their school's efforts to involve</p>	<p>District Presentation</p> <p>Interviews</p> <p>State Performance Plan</p> <p>Consolidated Resource Plan</p>		

		parents, as a means of improving services and results for children with disabilities, the districts scores yielded as follows 33% in Foster; 44% in Glocester; 21% in Foster/Glocester and 43% in Scituate as compared to the RI score of 33% that were at or above standard score.			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>Based on the FY July 1, 2007 – June 30, 2008 State Performance Plan information on NWSER Program Placement Data is as follows</p> <p><u>Placement Data Foster</u> The percentage of students educated 80 to 100% of the time in general education settings is 90.63%. (RI District Average is 70.67%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3.13% (RI District Average is 14.71%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.13% (RI District Average is 5.68%)</p> <p><u>Placement Data Glocester</u> The percentage of students educated 80 to 100% of the time in general education settings is 76.14%. (RI District Average is 70.67%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 14.64% (RI District Average is 14.71%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.68%)</p>	<p>State Performance Plan</p> <p>Consolidated Resource Plan</p>		

		<p><u>Placement Data Foster-Glocester</u> The percentage of students educated 80 to 100% of the time in general education settings is 69.28%. (RI District Average is 70.67%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 13.29% (RI District Average is 14.71%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.81% (RI District Average is 5.68%)</p> <p><u>Placement Data Scituate</u> The percentage of students educated 80 to 100% of the time in general education settings is 75.98%. (RI District Average is 70.67%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.17% (RI District Average is 14.71%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.18% (RI District Average is 5.68%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. NWSER is <i>not</i> discrepant in any of the above areas.</p>			
Outcome	2	<p>Northwest Region Disproportionality Data</p> <p>Examination of the December 2008 and 2009 census data for the districts that comprise the Northwest Special Education Region showed no disproportionality.</p>	State Performance Plan Consolidated Resource Plan		
Outcome	3	<p>Throughout the Northwest Region behavioral expectations along with disciplinary actions, protocols and policies are comprehensively defined in student handbook.</p>	State Performance Plan Faculty and Student Interview		

		All schools provide a variety of positive behavior supports. Additional support is provided when needed by social workers, psychologists, school counselors and consultants. All schools have clear behavioral expectations in view throughout their buildings and some schools have implemented formal positive behavioral interventions and supports (PBIS). Student accomplishments with formal and informal celebrations were highlighted.			
Outcome	4	<p>Elementary Program Continuum in the NWSER</p> <p>The program continuum includes an integrated preschool program and at the elementary level special educators provide supports for students based on their individual needs. This includes resources support within the general education setting and within other settings. All children have access to the general education curriculum.</p> <p>Students needing more intense academic instruction or behavioral supports may receive them in a small group setting. Students may be placed in a special class if they are in need of accommodations or modifications, benefit from small group instruction, or have sensory issues which could potentially make the general education setting overwhelming. Sometimes, students with and without IEPs are offered small group instruction depending on the individual needs.</p>	Interviews Document Review Observation		
Outcome	5	<p><u>Middle Level Program Continuum</u></p> <p>There are 551 students attending Ponaganset Middle School of that total 50 are students with IEPs.</p> <p>There are two teams at each grade level with special education resource support for each grade. Students are provided specialized instructional support in the general education setting as well as direct instruction through the enrichment and study classes.</p> <p>Though general and special educators have opportunities to discuss and collaborate instructional strategies (common planning time), co-teaching as an instructional practice was limited. Most special educators provided in class support and</p>	Interviews Document Review Observation		

	<p>modifications, versus collaborating as a true co-teacher in leading instruction in the content area.</p> <p>A Life Skills class is provided for students with more significant intellectual challenges needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers in co-curricular classes along with some core content classes as appropriate with support. There are currently seven students participating in this instructional setting with six of the students requiring an alternate assessment. An additional student receives intensive instruction in life skills class. Currently students in the life skills class receive their community experience through school-based activities. Some examples include staffing the coffee shop, providing library support, recycling materials.</p> <p>The Alternate Learning Program (ALP) at Ponaganset Middle School is evolving. Currently there are seven students with IEPs and one student being monitored through the RtI for Tier I support. All of the students participating in this program are included in all content area classes with support as appropriate along with co-curricular classes. Direct instruction in English language arts and reading is facilitated by the special educator. Each student has a behavior intervention plan (BIP) that is individualized and managed. Through this process data is collected to track progress with the goal of transitioning students out of the ALP to fully participate in the general education setting. The current goal is to develop clear protocols for entrance and exit criteria by the end of this school year.</p> <p>At Scituate Middle School there are 433 students and 42 students with IEP's. There is a full continuum of services available for students with learning exceptionalities including: Co-teaching (Two sixth grade teams that have a co-teaching model in four core areas, two seventh grade teams, one which is a co-teaching model in English and social studies, the other eighth grade team would access resource as required and two eighth grade teams with one co-taught science class.)</p> <p>An intensive resource model is offered in reading, writing and math to those students who benefit from small group instruction.</p>			
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Compliance		<p>Students would not be scheduled for more than two or three classes in intensive resource.</p> <p>Continuum placement options are restructured each year to accommodate the students IEP's.</p> <p>At this time students at Scituate Middle School who participate in the Wilson reading program may receive Wilson up to five periods a week in a resource block, in place of science or social studies thus missing one of their core content academic classes. Further, due to this scheduling, seventh grade students would miss a unified arts block in part or full for resource. This is equity of access issue. In addition, missing science or social studies could potentially affect the student's academic progress and proficiency on state assessments. RIGL 300.101 & 300.114</p> <p>For some students in self-contained settings at Scituate Middle School it was the responsibility of the special educator to develop the student's personal literacy plans (PLP's) while for other students, it was the responsibility of the reading specialist. Staff reported wanting clarification of the roles and responsibilities of PLP development and implementation.</p>		<p>Special education administration and school-based staff will review, evaluate and refine the effectiveness of specialized reading program in the Scituate Middle School.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check: November 2011</p>	<p>This year Scituate has shifted the one Wilson class to run opposing a Unified Arts class. They will continue to prioritize this need in the future to insure there is minimal impact on core classes. The Wilson reading program has been effective in targeting specific reading deficits and will continued to be used for this purpose.</p>
Outcome	6	<p>Ponaganset Middle School does not have an in-house suspension setting and manages behavior requiring disciplinary actions through its detention process and protocols. SWIS data is maintained and reviewed on an ongoing basis to ensure a positive school wide climate.</p> <p>Scituate Middle has an Alternative Learning Center that is utilized for in-house suspension (shared with Scituate High School). Students with IEPs who were in this setting would have access to their special education and related services. However, this setting is rarely utilized at the middle level. (see also finding # 11 of this section)</p> <p>Advisories are facilitated at the middle level addressing topical issues such as bullying, organizational skills or getting to know</p>	<p>Interviews Document Review Observation</p>		

		each other activities. Supporting the advisory initiative at the middle school is an advisory leadership committee addressing professional development needs, implementation of school wide survey and the development of advisory strategies indentified by the school wide faculty and student body			
Outcome	7	At Scituate Middle and High School, TIENET is utilized by special education staff; however general education staff does not have access to the electronic system and are relying on “snapshots” and hard copies of the IEP’s at this time. Some general educators felt that that they would benefit from direct access to TIENET for the students in their classes.	Interviews Document Review		
Outcome	8	Program Continuum High School Level Ponaganset High School has 824 students and approximately 72 students have IEPs. The program continuum follows: - Co-teaching in core content classes (math and English) - Learning Lab (resource academic support for students with IEP’s – as scheduled and/or for walk in assistance) - One self-contained classroom for students with social/emotional needs (both IEP and non-IEP students) - Two self-contained classrooms for students with intellectual disabilities (one with students with mild/moderate needs and one with students with significant needs).	Interviews Document Review Observation		
Outcome	9	Co-teaching classrooms at Ponaganset High School are assigned by the needs of the students in the classes. Special education teachers do not typically lead instruction and focus on providing assistance to students and guiding the general education teachers with accommodations and modifications. Teachers in co-teaching classes do not have common planning time together and coordination on instruction is done in passing. Typically instruction and assessments are modified after they are delivered. This year, special education teachers at Ponaganset High School have begun attending departmental common planning time. General education teachers report that this has been a positive experience. Currently the departments are developing/refining common tasks and engaged in curriculum development. Teachers report that the input of special	Interviews Document Review Record Reviews Observation		

Compliance	<p>education teachers has assisted in developing accommodations for the common tasks, but a good deal of work remains to be done. Teachers requested job embedded professional development in developing accommodations into the common tasks. They felt both general and special education teachers would benefit from the support.</p> <p>Ponaganset requires end of course assessments/common task and the students maintain a digital portfolio which is juried in the senior year. Students receive accommodations and supports for completing common task and digital portfolios. Some accommodations may not be provided because students are "locked out" of assignments. The school is currently revising and validating tasks to consider universal design (diversification and accommodations) for diverse learners. (JDS 5, JDS 6, JDS 7) RIGL 300.101 & 300.114</p> <p>At Ponaganset High School in the self-contained classrooms for students with intellectual disabilities, students participate in general education classes and other school activities. Students also have access to a van for community based instruction. The teacher in the mild/moderate classroom setting reports that students are placed in general education settings based on how willing a teacher may be rather than specific student need. This is done informally as students are not formally enrolled in the classes. RIGL 300.116</p> <p>Students in the mild/moderate classroom at Ponaganset High School are receiving adaptive physical education (APE) inconsistently. The IEPs are written to what is available, not necessarily what the students require for services. Although students receive one period of physical education (beyond the adaptive physical education) per week, the services are not provided by an adaptive physical education teacher and the goals of the IEP are not followed in this setting. (JDS7, JDS8 JDS9, JDS 10) RIGL 300.324</p> <p>Ponaganset High School operates an Alternative Learning Program (ALP) classroom for students with social/emotional learning needs both on and not on IEPs. This classroom is staffed by one special education teacher, and assistant and a</p>		<p>School-based administration is working to resolve the accommodation access issue</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check: November 2011</p>	<p>As of September 2010, the special education staff has full access to the electronic Common task /Digital Portfolio system so that students can gain extra-time access and other identified accommodations at anytime.</p> <p>The district has provided professional development to the teacher in the mild/moderate classroom to insure IEP team decisions are made as a team process focused on implementation of goals in the LRE. The high school is in the process of school wide professional development using the Northern RI Collaborative. The focus of this PD is to increase the capacity of staff to support students with differentiated needs in</p>
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		<p>consulting behavior specialist. There are approximately 15 students served in the classroom; however there are typically no more than three students in the room at any one time. The entry and reintegration criteria for the program are not defined. The program has exit criteria and provides weekly progress reports. Students may be placed in the class at any time, however the criteria for placement is not clear. Students transitioning from the middle school who are identified for the ALP based on teacher recommendation – the criteria for transition to and from the middle school to the ALP is not clear. RIGL 300.320b(1)</p> <p>Communication between the middle and high school had been an issue in the past. Communication has since improved when transitioning students. For example a high school representative attends all 8th grade middle school IEP meetings and planning is a shared effort. The role of the behavior specialist consultant assigned to the classroom is not clear. There have not been restraints in this class in years past, however, this year there was one restraint. The student who was restrained did not have a written behavior plan. An incident report was written. RIGL 300.320b(1)</p> <p>In addition, Ponaganset High School has a before and after school, Saturday detention and in-house suspension. Manifestations are being provided for students with a 10th day of suspension. There has only been one suspension this year.</p>		<p>The administration and staff will develop written entrance and exit criteria for the ALP program at PHS</p> <p>Additionally this document will include guidance regarding roles and responsibilities of the ALP staff and related supports</p> <p>Timeline: September 2010</p> <p>Progress check: November 2011</p>	<p>the LRE. Additionally the Special Education Director will chair each IEP in this classroom for the remainder of this school year.</p> <p>Complete ALP manual has been developed. Entrance/exit criteria, clear and specific guidelines for monitoring and tracking will be used between and within both the middle and high school to insure continuity.</p>
Outcome	10	<p>At Scituate High School there are approximately 525 students and of that 41 have IEPs. The program continuum is as follows. Nine co-taught classes across various content areas for the 9, 10 and 11 grades (special and general education) have a minimum of one common time per week where they plan their co-taught classes. Teachers reported this as being very positive experience and appreciative of the opportunity to work on curriculum challenges and portfolio artifacts. Special educators reported feeling like collaborative partners with their general education peers.</p> <p>Intensive resource- Students can receive core content classes in small group via intensive resource. Students take no more than two or three classes in intensive resources. Currently intensive</p>	<p>Interviews</p> <p>Document Review</p> <p>Observation</p>		

		<p>resource has math, English and transition skills.</p> <p>Resource- Small group resource class that supports work in the general education classes.</p> <p>The continuum is reflective of the students needs and is refined on an annual basis.</p> <p>The school psychologist is at the high school/middle school for approximately 3.5 days per week. The social worker is at the high school/middle school for 3 days.</p>			
Outcome	11	<p>At Scituate High School there is an Alternative Learning Center (shared with Scituate Middle School) which is the school's in-house suspension. It is run by paraprofessionals (one is a retired teacher) with a content area teacher providing support for approximately one hour per day. Students can access special education needs support on an individual basis as appropriate. During the time the team observed the ALC no students were present. The room has a capacity for serving five students at one time although typically the numbers are smaller</p> <p>At Scituate Middle and High School there is a variety of after school initiatives to support student's academic needs. There is Department night where students can access teachers for after school help. There is also a homework club where students can access homework assistance on an as needed basis, provided by a certified math and English teacher. There is also a Credit Recovery Program (Virtual Learning Academy) where students can access and make up credits. Five students are currently enrolled.</p>	<p>Interviews</p> <p>Document Review</p> <p>Observation</p>		
Outcome	12	<p>Both high schools in the Northwest Region have a progress report structure for students with IEPs in general education classes. Case managers send out progress reports to the general education and itinerant teachers every other week. These progress reports are then mailed to the parents.</p>	<p>Interviews</p> <p>Document Review</p>		
Outcome	13	<p>At Ponaganset and Scituate High School there are math and literacy interventions provided for students as appropriate. The math interventions are provided for 9th graders needing intervention. Some periods are co-taught with special education</p>	<p>Interviews</p> <p>Document Review</p>		

		teachers.			
Compliance	14	<p>Adaptive Physical Education (APE) is provided at Scituate Middle and High School for 10 students (2 middle school students and 8 high school students). The age range in this class is more than 4 years apart.</p> <p>In both self-contained classrooms at Ponaganset High School for students with intellectual disabilities, there are students more than 4 years in age apart. The teachers did not know if parents were notified and a waiver applied for. RIGL 300.116 (age range of 4 years)</p>	Interviews Document Review	<p>Central office will review APE situation and submit a request for a waiver to RIDE as appropriate.</p> <p>Timeline: Immediate and on-going</p> <p>Progress Check: November 2011</p>	<p>APE class schedules in Scituate have been revised to eliminate combining students with greater than 4 year age differences.</p> <p>The NWSER is in the process of region-wide program redesign. Based on emerging needs the superintendents and special education administrators are developing plans to create separate "18-21 year transition program/services". This will effectively eliminate the age gap issue in the current life-skills program. In the interim the district will seek parent approval at each upcoming IEP meeting to comply with 300.116</p>
Outcome	15	Extended School Year (ESY) is facilitated in a number of facilities throughout the region for students who participate in ESY.	Interviews Document Review		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome/ Compliance	1	Records of approximately 30 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students'	Record Reviews	Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and	Regular review of IEP and associated paper work is completed to insure areas of

		<p>records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention.</p> <p>-Individual IEP items were not completed or not written in a measurable manner -Transition details not consistently completed</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>		<p>rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediate and ongoing.</p> <p>Progress check: November 2011</p>	<p>concern have been resolved. Continued professional development is provided for IEP goal writing. More detailed handbook guidance has been completed in the area of transition.</p>
Outcome	2	<p>The regions Child Outreach/ Early Childhood Coordinator oversees standard screenings and ensures a timely transition for students to school-based services and functions as a liaison to community based pre-schools as part of the districts continuum. The region has three half time preschool programs located in the public schools who partner with NWSER for clinical consultation and student progress monitoring.</p>	Record Reviews		
Outcome/ Compliance	3	<p>State Performance Plan/ Annual Performance Report measures the percent of children with parental consent for an <u>initial</u> evaluation, who were evaluated within 60 days as stated in the state and federal regulations. Per regulatory requirement adherence is set at 100% compliance. This districts that are at 100% are to be commended.</p> <p>Foster is at 100% compliance. Glocester is at 90% compliance Foster-Glocester is at 100% compliance Scituate is at 100% compliance (RI Regulations 300.301)</p>	State Performance Plan Consolidated Resource Plan	<p>District will continue to ensure that the compliance goal of 100% will be met.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check November 2011</p>	<p>The NWSER met 100% compliance in the new RIDE first quarter check and will continue to implement strategies approved by RIDE to maintain compliance.</p>

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>The Child Outreach Program facilitates the transition process by sharing information about the child to staff. Individualized transition support is provided to teachers for specific children</p>	Interviews Document Review		

		with greater needs. There is also a formal process to ensure students transition with the appropriate supports.			
Outcome	2	Staff (including principals, teacher assistants) go to the preschool and observe the children over time to ensure their needs will be met immediately. Special education staff also provides support with the grade to grade transitions. Written supports (accommodations, modifications) are passed from teacher to teacher.	Interviews Document Review		
Outcome	3	Staff in the Northwest Region, are invested in providing smooth transitions for all students when transitioning to other schools. Activities include joint meetings, evening open houses, formal information sharing and student visits in some schools provided during the school day for all student's with IEP's. All schools coordinate the student data and forward it to the receiving schools.	Interviews Document Review		
Outcome	4	<p>Middle Level Transition Assessment</p> <p>All eighth grade students at Ponaganset Middle School receive the Coin Interest Inventory along with the Transition Planning Inventory (TPI). In addition students, who are 14 years of age and eligible for special education services and supports, engage in the Waytogo RI for continued exploration. This information is additionally utilized to develop and support student IEP planning. Faculty and the school counselor use the American Career Booklet and the Career World Booklet to support vocational and transition planning for all students.</p> <p>At Scituate Middle School students access the Career Decision Maker (CDM), Transition Planning Inventory (TPI), WaytoGo RI and several informal assessments are the primary transition planning tools.</p>	Interviews Document review		

Outcome	5	<p>Project Jobs is a region-wide vocational exploration and assessment program. Students participate in individual community-based situational assessments in a variety of work sites. Evaluations of student performance are well documented and shared with IEP teams. There is a Project Jobs Coordinator who manages the Project Jobs program for students at both Ponaganset and Scituate High Schools. This program focuses on high school students in "Transition" (typically 14 years and older). At Scituate High School there is also a Transition Coordinator. In this capacity one day a week the Coordinator works on transition related activities. This person works in conjunction with the Project Jobs Coordinator.</p>	Interviews Document Review		
Outcome	6	<p>NWSEER Drop Out/Graduation Rates</p> <p>The NWSEER graduation rate is 84.10% for all students with a special education graduation rate of 56.50%. The all student rate is higher than the State graduation rate for all students (70.40%) and the regional graduation rate for students with special needs is slightly higher than the state rate of 55.10% for students with special needs.</p> <p>The NWSEER dropout rate is 8.5% for all students with a special education dropout rate of 17.40%. The all student rate is lower than the State dropout rate for all students (18.40%) as is the regional dropout rate for students with special needs compared to the State dropout rate for students with special needs (26.80%).</p>	State Performance Plan Consolidated Resource Plan		
Outcome	7	<p>High School Level Transition Assessment</p> <p>Although both high schools use a variety of formal and informal transition assessments a continuum of assessments to be used by age/grade level would enhance systemic transition planning.</p> <p>At Scituate High School students utilized the Transition Planning Inventory (TPI) and Career Decision Maker (CDM). Portions of the Ten Sigma are also utilized. Case managers are typically the individuals who are responsible for facilitating the vocational assessment and complete a summary sheet for the results of the</p>	Interviews Document Review		

		<p>assessments. In addition, there is a small group transition class that students can access as part of their curriculum. The continuum of assessments used from 9th through 12th grade is not specifically delineated.</p> <p>At Ponaganset High School students will be using WaytoGo RI as a career planning tool beginning this year. There is a place in the student Individual Learning Plan (ILP) for the collection of career information. There is a Career Fair for all 9th and 10th graders. In addition, the Ponaganset High School, school-based Coordinator provides services for students identified through the guidance department for job shadows. The Project Jobs and school-based Coordinator are encouraged to continue communication and collaboration with each other.</p>			
Outcome	8	<p>Both Scituate and Ponaganset High Schools have staff members who are active with the Regional Transition Advisory Committee and Teacher of Life Skills (TLS) meetings. Information is shared with faculty.</p>	<p>Interviews Document Review</p>		